

DOCUMENT RESUME

ED 100 674

88

SE 018 365

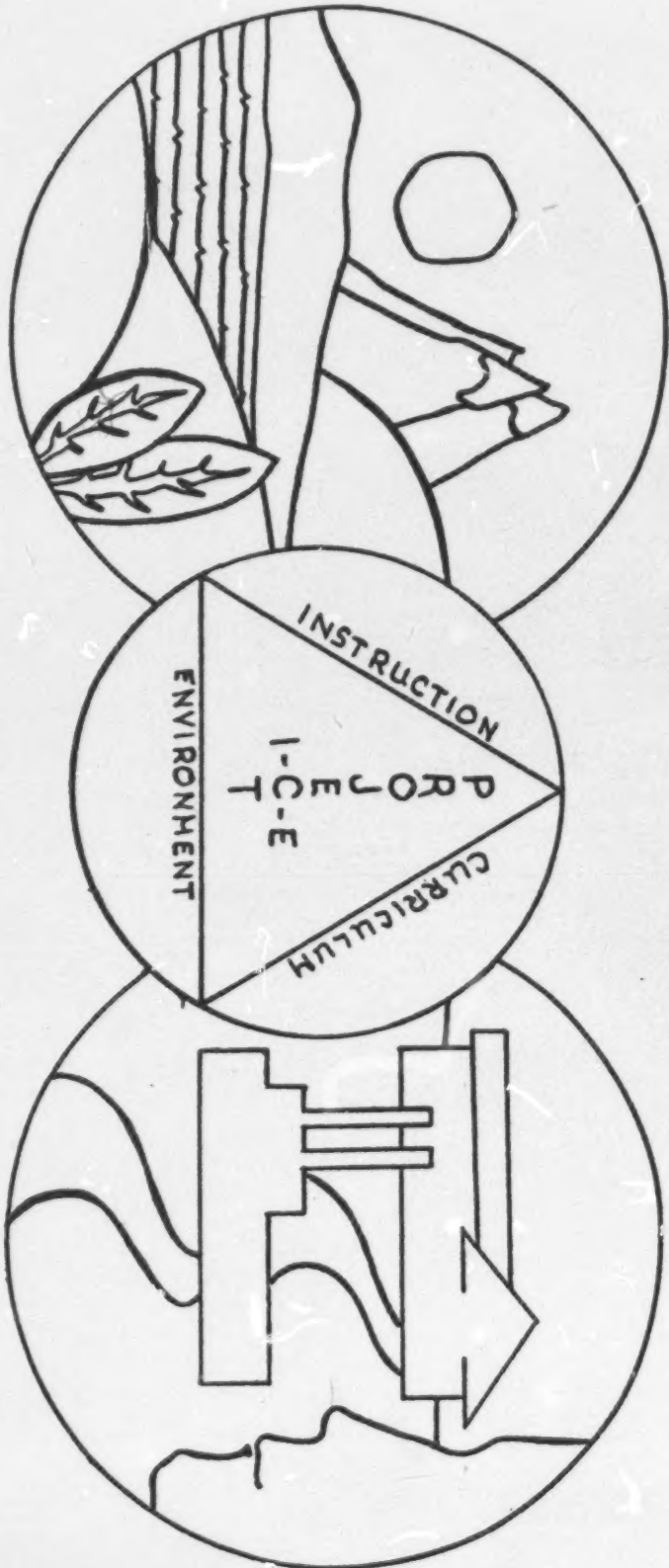
TITLE World History, Environmental Education Guide.
INSTITUTION Project I-C-E, Green Bay, Wis.
SPONS AGENCY Bureau of Elementary and Secondary Education
(DHEW/OE), Washington, D.C.; Wisconsin State Dept. of
Public Instruction, Madison.
PUB DATE [74]
NOTE 33p.
EDRS PRICE MF-\$0.75 HC-\$1.85 PLUS POSTAGE
DESCRIPTORS Conservation Education; *Environmental Education;
*History; Instructional Materials; Interdisciplinary
Approach; Learning Activities; Natural Resources;
Outdoor Education; Science Education; *Secondary
Education; *Social Studies; Teaching Guides; *World
History
IDENTIFIERS Elementary Secondary Education Act Title III; ESEA
Title III; *Project I C E

ABSTRACT

This world history guide, for use at the secondary level, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that emphasize the relationship between current environmental problems and world economic, social, and political development, providing the student with succinct and realistic opportunities for involvement in environmental concerns. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or in subject areas. This guide focuses on aspects such as ancient history, value clarification, and world conflict. The 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives, and suggested references and resource materials useful to teachers and students. (Author/TK)

ENVIRONMENTAL EDUCATION GUIDE

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.



WORLD HISTORY

Robert C. McPherson
Project I-C-E

BEST COPY AVAILABLE

P R O J E C T I - C - E
(Instruction-Curriculum-Environment)

1927 Main Street
Green Bay, Wisconsin 54301
(414) 468-7464

PROJECT STAFF

Robert Warpinski - Director

Robert Kellner Terrence Hess - Assistant Directors

George Howlett, Jr. - E. E. Specialist

Nancy Timm Lynn Kuehn - Secretaries

ALL RIGHTS RESERVED

These materials were produced pursuant
to a grant under Title III, E.S.E.A.
The Wisconsin Department of Public Instruction
Project No. 59-70-0135-4

Wisconsin Area "B" Regional Project
Serving All Schools in Cooperative Educational Service Agencies 3-8-9

Ludwig Petersen
Coordinator, C.E.S.A. #3

John F. David
Coordinator, C.E.S.A. #9
Project Administrator

Kenneth Poppy
Coordinator, C.E.S.A. #8

BEST COPY AVAILABLE

FORWARD TO PROJECT I-C-E ENVIRONMENTAL EDUCATION GUIDES

In 1969, the First Environmental Quality Education Act was proposed in the United States Congress. At the time of the introduction of that legislation, I stated:

"There is a dire need to improve the understanding by Americans of the ominous deterioration of the Nation's environment and the increasing threat of irreversible ecological catastrophe. We must all become stewards for the preservation of life on our resource-deficient planet."

In the three years since the Environmental Education Act was passed by the Congress, much has happened in the United States to reinforce the great need for effective environmental education for the Nation's young people. The intensive concern over adequate energy resources, the continuing degradation of our air and water, and the discussion over the economic costs of the war against pollution have all brought the question of the environmental quality of this nation to a concern not merely of aesthetics but of the survival of the human race.

The intense interest by the public in the quality of our lives

as affected by the environment clearly indicates that we cannot just use incentives and prescriptions to industry and other sources of pollution. That is necessary, but not sufficient. The race between education and catastrophe can be won by education if we marshal our resources in a systematic manner and squarely confront the long-term approach to saving our environment through the process of education.

As the incessant conqueror of nature, we must reexamine our place and role. Our world is no longer an endless frontier. We constantly are feeling the backlash from many of our ill-conceived efforts to achieve progress.

Rachel Carson's theme of "reverence for life" is becoming less mystical and of more substance as our eyes are opened to much of the havoc we have wrought under the guise of progress. A strong commitment to an all-embracing program of environmental education will help us to find that new working definition of progress that is a pre-requisite to the continued presence of life on this planet.

- Senator Gaylord Nelson

BEST COPY AVAILABLE

PREFACE

These ICE Episodes feature several important topics concerning the relationship of environmental dimensions and social studies education. They are organized with the understanding of a continuing need to strengthen this relationship within the social studies framework. As we sought and created ways and means to better serve all the students in terms of their frames of reference, succinct and realistic opportunities for involvement in environmental education became of paramount importance.

The nature and character of these episodes reach into every dimension surrounding the student; his home and family and his school, and the state, nation, and world community. The dimensions are also economic, social, psychological, political and geographical.

While evidence points up the fact that the total environment and climate of ecological education must be improved, the evidence also points out that this responsibility cannot wait for only ecology courses.

The episodes in World History are designed to clarify current environmental problems in relation to past, present, and future world conditions.

For example: Episode 7 in World History compares the environment of the Roman Empire in the era of its decline to parallel conditions developing in the United States today.

ACKNOWLEDGEMENT

The interest and dedicated effort of the following teachers from Wisconsin Area "B" has led to the development of the Project I-C-E Environmental Education K-12 series:

D. C. Aderhold, Bonduel	John Cowling, Niagara	Robert Haen, Luxemburg-Casco
Joan Alloto, Denmark	James Curran, Green Bay	Donald Hale, Winneconne
Mary Anders, Winneconne	Sara Curtis, Green Bay	Lee Hallberg, Appleton
Eugene Anderson, Peshtigo	Nicholas Dal Santo, Pembine	Raymond Hammond, Hortonville
James Anderson, Green Bay	Judy DeGrave, W. DePere	Russ Hanseter, Seymour
John Anderson, Peshtigo	Carol DeGroot, Ashwaubenon	Herbert Hardt, Gibraltar
Peggy Anderson, Green Bay	Duane Delorme, Green Bay	EmmaJean Harmann, Sevastopol
Walter Anderson, Kausaukee	Ellen DePuydt, Gillett	Bill Harper, Lena
Angela Anthony, Gibraltar	John DeWan, Green Bay	Beth Hawkins, Xavier, Appleton
Dr. Harold Baeten, St. Norbert, DePere	Robert H. Dickinson, Oconto	Mike Hawkins, Xavier, Appleton
William Baggs, Shiocton	R. A. Dicks, Gillett	Terry Heckel, Marinette
Anthony Balistrieri, Howard-Suamico	Roberta Dix, St. Joe's Acad., G.B.	Gary Hell, Denmark
Lowell Baltz, Weyauwega	Dennis Dobrzanski, White Lake	Jerome Hennes, Little Chute
David Bartz, Sturgeon Bay	Darwin Eastman, Appleton	Robert Herz, St. James Luth., Shawano
Bonnie Beamer, Coleman	Linda Eiting, Appleton	Wendell Hillskotter, Weyauwega
Robert Becker, Fox Valley Luth., Appl.	Janet Elinger, Ashwaubenon	Nannette Hoppe, Howard-Suamico
William Behring, Lourdes, Oshkosh	Phyllis Ellefson, Wash. Island	Joe Hucek, Pulaski
David Bell, Neenah	Raymond Emerich, Hortonville	Catherine Huppert, DePere
Marie Below, Clintonville	Mike Erecgovac, Winneconne	Gene Hurfisch, Green Bay
Louise Benter, Gillett	Gerry Farrell, Menasha	James Huss, Freedom
Lillian Berges, Seymour	Keith Fawcett, W. DePere	John Hussey, Green Bay
Laura Berken, Oconto Falls	Billie Feichtinger, Green Bay	Sue Hustling, Green Bay
Peter Biolo, W. DePere	Rev. Bruno Frigo, Abbot Penning's, DePere	Barbara Huth, Menasha
Carmella Blecha, Green Bay	Ann Fuhrmann, Marinette	Sr. Claudette Jeanguart, St. Charles, Lena
Merlyn Blonde, Shawano	Raymond Gantenbein, Green Bay	Darrell Johnson, Hortonville
Barbara Jean Bobrowitz, Green Bay	Dona Geeding, Menasha	Deanna Johnson, Denmark
William Bohne, Kimberly	Armin Gerhardt, Appleton	Kathleen Jonen, Kaukauna
Gallen Braun, Lena	Leroy Gerl, Oconto	Sr. Lois Jonet, Holy Angels, Appleton
Joan Charnetski, Sevastopol	Jack Giachino, Seymour	Ester Kaatz, Wausaukee
Clifford Christensen, Winneconne	Rev. Gordon Gilsdorf, Sacred Heart, Oneida	Paul Kane, Ashwaubenon
Bob Church, Little Chute	Mike Gleffe, St. Matthews, Green Bay	Ken Kappell, St. Alouisius, Kaukauna
Lee Clasen, Luxemburg-Casco	Lillian Goddard, Coleman	Kris Karpinen, W. DePere
Kathryn Colburn, Algoma	Charles Costas, Freedom	Mel Kasen, Gibraltar
Merle Colburn, Algoma	Karen Grunwald, St. James Luth., Shawano	Ken Kelher, Appleton
Bill Cole, Gillett	Michael Haasch, Pulaski	Mary Chriss, Hortonville
Willard Collins, Crivitz	Sr. Barbara Haase, St. Bernard, G.B.	Mike Kersten, Suring
Ronald Conradt, Shiocton	Janelle Hagerly, Resurrection, G.B.	George Krelling, Marinette
Ken Couillard, Hortonville	Robert J. Haglund, Green Bay	

James Krenek, Coleman
 Bernadine King, Neenah
 Everett Klinzing, New London
 Douglas Koch, Cath. Cent., Marinette
 Frank Koehn, Resurrection, G.B.
 Lynn Koehn, Pulaski
 Jack Kolvisto, Green Bay
 Fred Krueger, Oshkosh
 Fritz Krueger, Oshkosh
 Jim Krueger, Winneconne
 Ervin Kunesh, Marinette
 Sr. Mary Alyce Lach, Cathedral, G.B.
 Thomas LaFontain, Appleton
 Steven P. Lapacz, Resurrection, G.B.
 Mae Rose LaPointe, St. John High, L. Chute
 Rosemarie Lauer, Hortonville
 Kathleen Lebeck, Oconto
 Robert Lee, Neenah
 Don Leibelt, Green Bay
 Phillip Lewicki, Gillett
 Harold Lindhorst, St. Martin Luth., Clint.
 Edward Linn, Appleton
 John Little, Winneconne
 Dennis Lord, Little Wolf
 Ellen Lotz, W. Depere
 Jean Lucier, Ashwaubenon
 Judy Luedtke, St. Rose, Clintonville
 Roy Lukes, Gibraltar
 St. Anna Maar, St. Phillips, G. B.
 James Maki, Sturgeon Bay
 Doris Malcheski, Howard-Suamico
 Donald Marsh, Bonduel
 Joyce Mateju, Algoma
 Mary Mathis, Denmark
 Margaret McCambridge, White Lake
 Judy McGown, Green Bay
 Kathleen McMahon, Green Bay
 Margaret McMahon, Little Chute
 Rick Menard, Little Chute
 Priscilla Mereness, Wrightstown
 Robert Meyer, Neenah

Richard Minten, W. Depere
 David Miskulin, Goodman
 Wendell Mitchell, Green Bay
 Sharon Moore, Pulaski
 Gloria Morgan, Linsmeier, G.B.
 Lyle Nahley, Green Bay
 Arnold Neuzil, Shiocton
 Jim Nuthals, Lourdes, Oshkosh
 Dorothy O'Brien, Wausaukee
 Mildred O'Connell, Green Bay
 Don Olser, Shawano
 Neil Olsen, Pulaski
 Jean Marie O'Malley, Green Bay
 Terry Otto, St. John Luth., Suring
 Carl Paquet, Denmark
 Ed Patschke, Menasha
 Arthur Paulson, Oconto Falls
 David Paulus, Neenah
 George Pederson, Southern Door
 AnnaMay Peters, Florence
 Connie Petersen, St. Martin Luth., Clint.
 Paul Plantico, Green Bay
 Gene Ploetz, Kaukauna
 Virginia Pomusl, White Lake
 Willard Poupore, Little Chute
 Marie Prochaska, Lena
 Christine Proctor, Wausaukee
 Rosemarie Rafath, Clintonville
 Mark Reddel, St. Martin Luth., Clint.
 Jack Rickaby, Hortonville
 William Roberts, Sturgeon Bay
 Gordon Rohloff, Oshkosh
 Gladys Roland, Little Wolf
 Ben Roloff, Howard-Suamico
 Jack Rosenthal, Lourdes, Oshkosh
 Kathryn Rowe, Appleton
 Roger Roznowski, Southern Door
 Mary Margaret Sauer, Menasha
 Elmer Schabo, Niagara
 Edwin Schaefer, Kaukauna
 William Schaff, St. Joseph, Appleton

Arthur Schelk, Suring
 Greg Schmitt, Cathedral, G.B.
 Larry Schneider, Depere
 Ron Schreier, Omro
 Allan Schuh, Pulaski
 Janet Serrahn, Sevastopol
 Carolyn Stoehr, New London
 Calvin Slegrist, Howard-Suamico
 Peter Skroch, Oconto Falls
 Mary Smith, Green Bay
 Lee Smoll, Little Chute
 David Soltesz, Crivitz
 Bruce Sonnenberg, Neenah
 Beverly Splitgerber, Green Bay
 Wayne Splitgerber, Green Bay
 Doris Stehr, Mt. Calvary Luth., Kimberly
 Bill Stillion, Shawano
 Ginger Stuvetraa, Oshkosh
 Judy Sweedy, Denmark
 Richard Switzer, Little Chute
 St. Dorothy Marie Tappa, Xavier, Appl.
 Nancy Tebo, Neenah
 Jackie Thiry, Denmark
 John Torgerson, Kewaunee
 Clarence Trentlage, Freedom
 Carol Trimberger, Kewaunee
 Jack Twet, Freedom
 Tim Van Susteren, Holy Name, Appleton
 Mary Wadzinski, Howard-Suamico
 Marion Wagner, Gillett
 Ruth Ward, Crivitz
 Cathy Warnack, White Lake
 Susan Weller, Green Bay
 Dallas Werner, Kaukauna
 Lila Wertsch, St. Margaret Mary, Neenah
 Ruth Windmuller, Green Bay
 Tom Meyers, Cathedral, Green Bay
 James Wiza, Depere
 Ralph Wohlt, New London
 Warren Wolf, Kimberly
 Peggy Wolfgram, Pulaski

DIRECTIONS FOR USING THIS GUIDE

This guide contains a series of episodes (mini-lesson plans), each containing a number of suggested in and out of class learning activities. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Further, each episode offers subject area integration, multi-disciplinary activities, where applicable, both cognitive and affective behavioral objectives and suggested reference and resource materials useful to the teacher and students.

1. This I-C-E guide is supplementary in design--it is not a complete course of study, nor is its arrangement sequential. You can teach environmentally within the context of your course of study or units by integrating the many ideas and activities suggested.
2. The suggested learning activities are departures from regular text or curriculum programs, while providing for skill development.

3. You decide when any concepts, objectives, activities and resources can conveniently be included in your unit.

4. All episodes can be adapted, modified, or expanded thereby providing great flexibility for any teaching situation.

5. While each grade level or subject area has its own topic or unit emphasis, inter-grade coordination or subject area articulation to avoid duplication and overlap is highly recommended for any school or district seeking effective implementation.

This total K-12 environmental education series is the product of 235 classroom teachers from Northeastern Wisconsin. They created, used, revised and edited these guides over a period of four years. To this first step in the 1,000 mile journey of human survival, we invite you to take the second step--by using this guide and by adding your own inspirations along the way.

PROJECT I-C-E TWELVE MAJOR ENVIRONMENTAL CONCEPTS

1. The sun is the basic source of energy on earth. Transformation of sun energy to other energy forms (often begun by plant photosynthesis) provides food, fuel and power for life systems and machines.
2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.
3. Environmental factors are limiting on the numbers of organisms living within their influence. Thus, each ecosystem has a carrying capacity.
4. An adequate supply of clean water is essential to life.
5. An adequate supply of clean air is essential for life.
6. The distribution of natural resources and the interaction of physical environmental factors greatly affect the quality of life.
7. Factors such as facilitating transportation, economic conditions, population growth and increased leisure time influence changes in land use and population densities.
8. Cultural, economic, social, and political factors determine man's values and attitudes toward his environment.
9. Man has the ability to manage, manipulate and change his environment.
10. Short-term economic gains may produce long-term environmental losses.
11. Individual acts, duplicated or compounded, produce significant environmental alterations over time.
12. Each person must exercise stewardship of the earth for the benefit of mankind.

A "Concept Rationale" booklet and a slide/tape program "Man Needs His Environment" are available from the I-C-E RMC to more fully explain these concepts.

TABLE OF CONTENTS

CONCEPT	TOPIC	PAGE NO.
1	Ancient Civilization	7
2	Current Problems	9
3	Population	11
4	Ancient/Contemporary Problems	13
5	Air Pollution	15
6	Nature Involvement	17
7	Ancient Population Problems	19
8	Critical Issues	21
9	Changing Environment	23
10	Value Clarification	25
11	World Conflict	27
12	Middle East Area	29

Environmental:		Integrated with:	
CONCEPT NO.	1-Energy	SUBJECT	World History
ORIENTATION	Sun Worship/Stonehenge	TOPIC/UNIT	Ancient Civilization
BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES		
Cognitive:	In-Class:	Outside or Community:	
Describe the dependence on the sun in relationship to time, given the culture and attitudes of the people during the time of Stonehenge. List two important ways the sun has effected his life style.	A. Make a map of England and designate the location of Stonehenge (slower students).	A. Go to museum--View tools and artifacts of Stonehenge, England.	
	B. View movie. C. Make a model of StoneHenge. (Group Project) Student will write suggestions for developing a greater awareness of sun for his own survival.	B. Select periodicals devoted to illustrating Stonehenge as a religious sanctuary. C. Call on a priest/minister for religious importance this energy source has on our contemporary religions. D. Have an anthropologist from a nearby college, or university speak to the class on one of the following: Cretan Religion, Assyrian, Aztec, Babylon, Egyptian, Creek Ancient religion, Inca, Am. Indian, Phoenician, Roman Empire Religion.	
Affective:	D. Select one of the following religions (Buddhists, Confucianists, Hindus, Shintoists, Sikhs, Taoists, Zoroastrians) and prepare a written or oral report describing the theology, ritual and ethics of the religion. Emphasize the part the sun played in the religion.		
Perceive the importance of the sun in the lives of ancient peoples, through readings.	E. Research the long row of huge stones at Carnac in (cont.)		
Skills Used:			
1. Research			
2. Skills in making models			
3. Analysis of physical modeling			

7

SUGGESTED RESOURCES

Publications:

National Geographic, Vol 117,
No. 6; June, 1960, pp. 846-865.
Patterns of Culture. Benedict
Encyclopedia of the Social Sciences
History of England and the British
Empire. Hall and Albion.
The Ancient World. Swain
Story of Nations. Rogers, Adams
& Brown.

Audio-Visual:

Stonehenge, BAVI, Film #2918

CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (cont.)

France. Compare and contrast with Stonehenge.

Community:

Milw. County Museum (if possible)
Green Bay Museum (Neville Public)

Environmental:		Integrated with:	
CONCEPT NO.	2 Ecosystem	SUBJECT	World History
ORIENTATION	Comparison of Far Eastern Appreciation to Western Appreciation of Nature	TOPIC/UNIT	Current Problems
BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES		
Cognitive: Illustrate his personal relationship to nature after developing man's relationship to nature according to Taoism.	In Class:	Outside or Community:	
Affective: Reflect upon man's relationship to nature according to Taoism.	A. Have students read in class Oriental prose and poetry, nature orientated, and make comments.	A. Go to a museum and view Asian artifacts related to nature.	
	B. Make nature Collages reflecting the relationship of man to nature.	B. Write article for High School newspaper or local newspaper.	
	C. Students will relate their experiences in either of the following areas and interests to natural appreciation, e.g. hunting, seasonal sports.	C. View T.V. program "Kung Fu" (Channel 11).	
	D. Bring an Oriental foreign exchange student to class to share their dominant values.	D. Interview Oriental exchange student.	
	E. Prepare a written or oral report on the increased interest in the "occult" and in astrology. Check Readers Guide. Articles will be found in Time, Newsweek and Senior Scholastic.	E. Engage an outside speaker to talk to the class on a comparison of the Taoist and Christian view of man's personal relationship to nature.	
Skills Used: 1. Making effective collage. 2. Analyze one's attitudes towards nature accurately. 3. Interview techniques. 4. Interpret prose and poetry. 5. Research.	F. Research to find out the environmental problems nations in Asia are having. Consult the United Nations and the Human Environment. Can Man Care For the Earth	What part do their religions play in their problems? (cont.)	

SUGGESTED RESOURCES

Publications:

Books:

Tradition & Changes in Four Societies, pp. 336-341
Richard Ford,
Love & Hate in China,
Hans Konningberger,
China's Cultural Tradition,
Dirk Bodde,
The Asians, Paul T. Welty,
The Vedas, Asian-scriptures.
Nature of the Non-Western World, Vera Dean.

(cont.)

Audio-Visual:

Play Oriental music
 Show slides and pictures of Oriental daily life.
 Brown County Library has film-strips on the major religions of the world. The 16mm film on the Four Great Religions can also be secured there.

Community:

Anthropologist
 Museum
 Use of newspaper
 A clergyman from St. Norberts Abbey where the Oriental Religious Studies center is located.

CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (cont.)

- G. The ideal of life according to Lao-Tsu is inactivity and passivity. He believed that this can be learned by contemplating nature. Write a letter to a friend advising him or her of the soundness or impracticality of this philosophy. What effect would acceptance of these ideals have on the environmental system?
- H. Through small group discussion, the students will be able to identify and list five basic questions which all religions attempt to answer.
- I. How does Judaism, Islam, Hinduism, Buddhism and Confucianism answer the questions?
- J. Write a short essay explaining how the five above mentioned religions would react to the present ecological problems.

Publications: (cont.)

What the Great Religions Believe, Joseph Gaer.
The Religions of Man, Huston Smith, Harper & Row.
Islam, Dominique Souded, Walker & Co.
The Nature of Hinduism, Louis Renou
Buddhism, Henri Arvon, Walker & Co.
A History of Judaism, Anche Chouragui, Walker & Co.

Environmental:		Integrated with:	
CONCEPT NO.	3 Carrying Capacity	SUBJECT	World History
ORIENTATION	Carrying Capacity	TOPIC/UNIT	Population
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Construct a graph of population growth of Indian cities, after investigating the population problem in India. Write a comparative relationship analysis of population changes and religious beliefs and obligations in India.	In-Class: A. Graph population growth in major Indian cities. e.g. New Delhi, Bombay, Dacca, Calcutta. B. View film, Four Religions; discover the major concept the flick suggests and list for a discussion session, these concepts on the chalkboard. C. Devote one class period to discussion of alternative solutions to food/population/religious crisis in Indian cities. e.g. changing religion and thus decreasing the possibility of food shortages; enforced limitations on family planning sponsored by government agencies; international (U.N.) resource sharing. D. Identify Mother Theresa and explain the work she is doing in Calcutta, India. E. Prepare a socio-drama on the population problem in India: Include the drama: and Brahman priest-student, government official, a farmer, city worker. F. Investigate sources (Readers Guide) to ascertain the	Outside or Community: A. Get the figures on birth and death rates in Indian cities. B. Compare these figures with those of the Middle East and include on the final chart. C. Schedule a resource person from Planned Parenthood to class suggesting alternative methods for population control in India. D. Schedule a resource person from UWGB (Indian) to provide insights into the Hindu value system.	
Affective: Investigate the situation of over population in definite areas, not only objectively, but also by visiting people concerned. Make ethical recommendations to control these problems of over population in given areas.			
Skills Used: 1. Listing of observations. 2. Researching materials 3. Graphing charts 4. Making transparencies 5. Effective bulletin board displays 6. Biographical Research			

11

(cont.)

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

12

Publications:

The Middle East, T.G. Kavunedus, Cambridge Book Co., Inc.
Chapter 1 and 9
The Middle East and North Africa, Kemal Karpurt, Chapter 6
Harcourt, Brace & World, Inc.
Southwest Asia and North Africa, Allen & Howland, Chapter 5,
Prentice-Hall, Inc.
Cobras, Cows, and Courage by Jean Bothwell. Coward - McCann
Gandhi, Fighter Without a Sword
 (cont.)

Audio-Visual:

Filmstrips:
India, New York Times Series
China, New York Times Series
South East Asian Conflict
New York Times Series
Four Religions, Brown County Library
Assignment India, 330015,
Films Incomp.

In-Class: (cont.)

reports that India is at least holding its own in producing food to meet the demands of its population. Investigate the new strands of hybrid rice and wheat.

Publications: (cont.)

by Jeanette Eaton. Morrow (easy reading), Land and the People of India by Manorama Modak. Tippincott.
This is India, by Santha Rama Rau, Harper
Young Traveler in India and Pakistan by Geoffrey Trease.
Dutton (easy reading)

Community:

Speakers:
Paranthood Committee
Medical Doctor
Religion Instructor

Environmental:		Integrated with:	
CONCEPT NO.	4 Water	SUBJECT	World History
ORIENTATION	Nile River--Ancient and Modern uses and abuses	TOPIC/UNIT	Ancient/Contemporary Problems
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Explain the importance of river systems to the development of the Nile civilization. From this activity. Write the relationship that existed between Nile inhabitants and their land changes. Explain the effect of a dried up Nile River on the development of the civilization in ancient times.		In Class:	Outside or Community:
Affective: Appreciate relates to life-styles dependent upon water. Demonstrate value of water in his life by preventing wasting pure water in his own home.		A. View film, <u>Man Changes Nile</u> ; discover the relationship between the Nile and the development of civilization on similar river systems. Note: The concept of geographic determinism may be emphasized. B. Have each student hypothesize the results of constructing a dam on the upper Nile during the ancient era. C. Prepare a report on irrigation projects that are being carried on in Egypt today. D. Explain and discuss in the small group the statement: "All Egypt is the gift of the Nile". E. Make a scrap book of articles pictures, news stories about Egypt. F. Draw a map of the Fertile crescent area showing the nations which exist there today. Compare the development this area with modern Egypt.	A. County Soil Conservation Agent. B. D.N.R. Fish Biologist. C. Any county planning commission.
Skills Used: 1. Analyze a film. 2. Hypothesize findings of film. 3. Prepare a report. 4. Map making.		(cont.)	

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

14

Publications:

National Geographic Society,
1951, Everyday Life in Ancient
Times.

Breasted, James Henry, Conquest
of Civilization, Harper, Edwards,
I.E.S. The Pyramids of Egypt
Penguin. Gatti, Ellen and
Attila, Here Is Africa. Scribner
(easy reading) Ceram, C.V., Gods,
Graves, and Scholars. Knopf
Meadowcroft, Enid L., Gift of
the River. Crowell. Steindorff,
George, and Seele, K.C.,

Audio-Visual: (cont.)

Man Changes the Nile:
Films Incorporated.
River Nile 16mm BAVI 65 min,
Ancient Egyptian 16mm BAVI
27 min.

In-Class: (cont.)

G. Write a short paper discussing how nature was kinder
to the Egyptians than to the Mesopotamians.

Publications: (cont.)

When Egypt Ruled the East. Univ. of Chicago Press.

Community:

Environmental:		Integrated with:	
CONCEPT NO.	5 Air	SUBJECT	World History
ORIENTATION	Air Pollution of Venice	TOPIC/UNIT	Air Pollution
BEHAVIORAL OBJECTIVES:		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Appraise the effect of a lack of environmental foresight on site location of Venice. Describe the factors that are used in determining the environmental effect of a construction project.		In Class:	Outside or Community:
Affective: Accept the need for more effective planning to prevent a recurrence of a city developing with the environmental problems Venice has.		A. Each student will view the films, <u>People of Venice</u>, and <u>Queen of The Adriatic</u>. From #1, each student will list the cultural importance and economic importance of Venice during the Renaissance. B. Research periodicals that will depict the sanitary/unsanitary conditions that exist in Venice today. C. Research architectural periodicals that will explain the reasons why Venice is sinking. D. Discuss in the small group: "The Struggle Between Natural and Human Forces to Bring About a Controlled Environment."	A. Refer to County Planning Commission for zoning/code regulations. B. Industry/education personnel will be utilized explaining the new laws about clean air resolutions. C. Find out from your city planner (Urban Developer) what environmental considerations went into the Fort Plaza Project for urban renewal in downtown Green Bay. Have him speak to the class.
Skills Used: 1. View and critique films. 2. Research Reader's Guide			

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

16

Publications:

Chamberlain, E.R.
Everyday Life In Renaissance Times
Hale, John R. Renaissance, Time,
Inc. 1965.
Durant, William, The Renaissance:
A History of Civilization in
Italy. Simon and Schuster.
Gatti, Attilio, Mediterranean
Spotlights, Scribner (Easy
reading) Newman, Harold, New-
man's European Guide, Hoet
Winwar, Frances Sand of the
Italian People. Lippincott
Audio-Visual: (easy reading)
People of Venice, BAVI 4737
Queen City of the Adriatic,
BAVI 2350
Venice Polluted, Texture Films,
Inc., 1600 Broadway
N.Y. City, N.Y. 10019

Community:

City Planner
County Planning Director
Scientist from industry/education

Environmental:		Integrated with:	
CONCEPT NO.	6 Resources	SUBJECT	World History
ORIENTATION	Natural Resources	TOPIC/UNIT	Nature Involvement
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Write a report describing the relationship between natural resources and social economic conditions, given influential factors which affected geographic conditions and life style in England.		In Class:	Outside or Community:
Affective: Participate in a case study which involved taking interest in various community occupations and life styles.		A. Draw map of England and locate natural resources. B. Show movie. C. List reasons why Industrial Revolution had beginning in England. D. Show filmstrip. E. Divide class in several groups. Divide England in several sections and each group will write a paper describing the natural resources, social and economic conditions in that particular section. Oral reports will be given to entire class. F. Find three news articles in a current magazine or newspaper dealing with life style in Great Britain. Show the relationship between the articles and the natural resources of Great Britain.	A. Do a case study of local community depicting the natural resources, social conditions, and economic conditions. B. Look into the history of community and list the industries that developed there. 1. Poll elders of community for their comment if written history is not available. 2. Old newspapers on micro-film at Brown County Library.
Demonstrate an awareness and respect for different occupations, careers and life styles within his community by identifying or listening to a listing without derogatory remarks.			
Skills Used: 1. Research 2. Mapmaking 3. Composition 4. Case study - take pictures or slides and organize them. 5. Oral reporting.			

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

18

Publications:

History text, Industrial Revol.
Viewpoints in World History,
 Bernard Feder.
Shaping of Western Society by
 Edwin Fenton, Holt Social
 Studies Curriculum.
 Silas Marner. George Eliot
Machines and the Men Who Made the
World of Industry.
 Geotrude Hartman. Macmillan.

Audio-Visual:

Movies:

Industrial Revolution, 11 min.
 BAVI, 1968
Industrial Revolution in England,
 25 min., BAVI, 1968

Filmstrip:

Industrial Revolution, New York
 Times Series, 1968

Community:

Speaker from local industry
 Chamber of Commerce rep.
 F.F.A. rep.

Environmental:		Integrated with:	
CONCEPT NO.	7 Land Use	SUBJECT	World History
ORIENTATION	Roman Empire/Population Shifts	TOPIC/UNIT	Ancient Population Problems
BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES		
Cognitive: Determine implications of the social, economic, and political inadequacies that can lead to a nations decline.			
Affective: Find parallel patterns of environmental changes developing in the United States today that/are similar to the conditions which caused the decline of the Roman Empire.			
Skills Used: 1. Working in a group situation. 2. Interpretation and reporting of information.			

In-Class:		Outside or Community:	
A. Present a round table discussion with one group of students in which the fall of Rome is discussed from the viewpoint of: 1. A poor 2. A Roman general 3. Government official 4. Veteran of the wars B. With another group of students, a panel discussion will be set up to evaluate the advantages and disadvantages of the shift from rural to urban living in Rome in terms of: 1. Tenement dwelling 2. Noise and smells of the city 3. Unemployment 4. Dependence on welfare (bread and circuses) C. Another group of students should analyze the lessons to be learned from the decline of Rome in relation to the effects of war and population shifts such as: 1. Destruction of farmland 2. Rising unemployment 3. Riots 4. Give away welfare programs rather than programs to correct (cont.)	A. Viet Nam War veteran consult on difficulty of readjustment and job procurement.		

19

SUGGESTED RESOURCES

Publications:

Imperial Rome, Time Inc. 1965.
 Decline and Fall of the Roman
 Empire, Gibbons.
 The Last Days of Pompeii Edward R.
 Bulwer Lytton. MacMillan
 The Decline of Rome and the Rise
 of Medieval Europe Solomon Katz.
 Cornell Univ. Press, National
 Geographic Society, The Grandeur
 That was Rome. Nat'l Geo. Society.

Audio-Visual

Film:
 Roman World, 5810, BAVI

CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (cont.)

- the developing problems.
 D. Discuss the following: How can you determine if
 Ancient Rome was over-populated. What standards
 were used to judge overpopulation? Did the
 quality of life deteriorate? What changes were
 made to adapt to the new conditions?
 E. Explain and draw a diagram of the Ancient Roman
 water supply and sewage disposal system.

Community:

Viet Nam veteran

Environmental:		Integrated with:	
CONCEPT NO.	8 Values and Attitudes	SUBJECT	World History
ORIENTATION	Attitudes toward environment	TOPIC/UNIT	Critical Issues
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive:		In-Class:	Outside or Community:
List the Islam religious beliefs that effect cultural, economic, social, and political factors of man's environment, given the influence of Islam's religious beliefs upon man's life style.		A. Read the assigned materials on the Islam religion.	A. Go to public library or museum and have students find materials on islam religion.
		B. View the filmstrip on the Islam religion and discuss.	B. Interview and discuss the Islam religion with the local minister and priest or Rabbi. Report to class.
		C. List the religious beliefs of the Islamic religions that effect the cultural, economic, social, and political factors of man's values and attitudes towards his environment.	
		D. Suggested outside assignment:	
Affective:		Read section of Autobiography of Malcolm X, devoted to X's conversion to Mohammedism; emphasis should be placed on Islamic principles.	
Investigate and attempt to identify the possible influence of Islamic religions on his/her immediate environment.		E. Discuss in the small group five or six elements of the Islamic moral code and describe the conditions which might have caused each element.	
Suggest alternative actions that would upset the normal pattern established in the Islamic religious beliefs.		F. Report to the class on the Islamic code. Reconstruct the social conditions in the Middle East at the time of Islam's founding.	
Skills Used:		(cont.)	
1. Research and investigation			
2. Interviewing a person.			
3. Reporting to class.			
4. Drawing conclusions and making generalizations.			

SUGGESTED RESOURCES

Publications:

The Middle East by T.G. Kananen
Cambridge Book Co., Ch. 3
The Middle East & Moslem Society,
Ethel E. Ewing, Rand-McNally
and Co., pp. 271-287.
The Middle East & North Africa,
Kemal Karpat, Harcourt, Brace,
Ch. II.
Southwest Asia & North Africa,
Allen & Howard, Prentice-Hall,
pp. 33-41
Nature of the Non-Western World,
Vera M. Dearf. (cont.)

Audio-Visual:

Filmstrip: Islam - Great
Religions of the World.
Bulletin board display.

CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (cont.)

G. The Islamic faith is built on much from Judaism and Christianity. Read parts of the Koran that deal with man's relationship to the world about him. Compare with the Torah and the Jewish Bible or with the New Testament.

Publications: (cont.)

The Koran. Interpreted. A.J. Arberry, MacMillan, New York,
1967,
The Meaning of the Glorious Koran:
An Explanatory Translation. Mohammed Marmaduke Pickthall,
Mentor, New York.

Community:

Scripture scholar speak to class.
 Minister.
 Priest.
 Leader of other faiths

Environmental:		Integrated with:	
CONCEPT NO.	9 Management	SUBJECT	World History
ORIENTATION	Land Use	TOPIC/UNIT	Changing Environment
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Evaluate the ability of man to manage manipulate and plan for a change of his environment, after the class analyzes the complexity of the N.E.P. (New Economy Policy).		In-Class: A. Define terms, private ownership, state ownership, common ownership. Describe the basic principles of the New Economic Policy. B. Write a short essay explaining why four years of "pure" communism (1918-1921) did not work in the U.S.S.R. Be able to discuss the difference between "ideal" communism envisioned by Karl Marx and the realities of Soviet Economic life. Using the premise "land ownership is very important to political stability and development" discuss the value (personal and national) of Lenin's New Economic Policy. D. A panel should research the problem of how the New Economic Policy changed attitudes towards land use and development. Divide the class into role playing classes to illustrate the reaction of each of the following to the N.E.P. 1. Land owning peasant 2. Tenant farming peasant (cont.)	
Affective: Appreciate the difficulty man has manipulating, and managing long range changes in his environment because of emphasis placed on material wealth in our culture.			
Skills Used: 1. Research 2. Role playing 3. Panel discussion 4. Making charts 5. Interviewing 6. Organization of concepts in written form.			

SUGGESTED RESOURCES

Publications:

A History of Russia, Revised edition, John Lawrence.
The Russian Revolution, N. Sukhanov.
A History of Russia
Robert Campbell. Houghton Mifflin Co.
The Soviet Union. Gould & Gross. Scholastic Book Services.
Russia. Bernard Pares. New American Library.

Audio-Visual:

Filmstrip:
Russian Revolution: New York Times Series, 1968
 Bulletin board display demonstrating land use in Russia.
 Overhead transparencies produced by Popular Science Publishing Co. Set TSS-50; The Soviet Economic Offensive 16mm Film: Soviet Challenge Encyclopaedia Britannica Films.

Community:

Ask Professor from Univ. to speak to class on N.E.P.
 Interview a farmer who owns his own land.
 Interview a person who works for a corporate farm.

CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (cont.)

E. Discuss in a panel: Why is the Soviet Union so determined to promote rapid growth? How do you account for the inaccuracies of many economic predictions in the Soviet Union? Do you think that either the Soviet Union or the United States will ever be content to stop trying to promote economic growth? What implications does your answer have for the ecology?

Publications: (cont.)

A Study of the U.S.S.R. and Communism. Rieber and Nelson Scott Foresman.

Environmental:		Integrated with:	
CONCEPT NO. <u>10 Economic Planning</u>		SUBJECT <u>World History</u>	
ORIENTATION <u>Value Conflict</u>		TOPIC/UNIT <u>Value Clarification</u>	
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Analyze verbally from a panel discussion conflicting attitudes and values involving the decision to drop an atomic bomb on Japanese cities.	In-Class: A. View film and discuss excerpts from book <u>Hiroshima</u> (Hersey) B. Use civil defense personnel to explain effects of radiation on man and his environment (a biologist could also be used for this activity). C. Panel discussion: 1. Why did the U.S. use the atom bomb? 2. Could its use have been avoided? 3. Should the U.S. have dropped the bomb? D. Write a poem or draw a cartoon expressing your feelings about the dropping of the atomic bomb. E. Write a radio or television script describing the effects of the dropping of the first atomic bomb on <u>Hiroshima</u> .	Outside or Community: A. Civil Defense. B. Atomic Energy Commission, Oak Ridge, Tennessee.	
Affective: Form judgements regarding the wisdom in sacrificing long term environmental concerns for short term military advantages and peace.			
Skills Used: 1. Techniques in panel discussion. 2. View and critique film and book. 3. Develop question and answer technique for outside speaker. (cont.)			

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

26

Publications:

Hiroshima, John Hersey, (Knof, Bantam P.B.) (the whole book)
Memoirs, Harry S. Truman.
Our Precarious Habitat,
Benarde, Ch. 19, pp. 265-284.
Science and Survival,
Barry Commoner, pp. 71-89.
Churchill, wo, and editors of Life
The Second World War (Time, Inc.)
Commager, H.S., The Pocket
History of the Second World War
(Pocket Books PB)

Audio-Visual:

The Decision to Drop the Bomb,
Films Inc., 35 min., 33-0082.
Hiroshima-Nagasaki, 16mm.,
 16 min., Columbia Univ. Press.

Community:

Civil Defense personnel

Skills Used: (cont.)

4. Creative Writing

Environmental:		Integrated with:	
CONCEPT NO.	11-Individual Acts	SUBJECT	World History
ORIENTATION	Conflict/War	TOPIC/UNIT	World Conflict
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Explain through a graphic collage, the total environmental effects on the Western Sector during W.W.I. Construct the environment as it would probably look today on the Western Sector area of W.W.I. had not the war taken place.	In-Class: A. Students will prepare graphic collages depicting the environmental effects on the western front during W.W.I. B. Investigate resource drain caused by the war in France and how it effected the post-war economy in France. C. Research the economic gains France acquired in the war. D. Group involvement was the price of the war balanced out by gains. E. Write a poem or draw a cartoon expressing your feelings about trench warfare in W.W.I. F. Hold a panel discussion on the concept that among modern societies war is supported as a matter of policy despite the severe penalties of tremendous loss of life, destruction of property, and disruption of constructive social life.	Outside or Community: A. Reader's Guide of Periodic Literature	
Affective: Appreciate the continuing affects involved in environmental alternation from war devastation.			
Skills Used: 1. Collage techniques 2. Research expertise 3. Group involvement 4. Creative writing			

27

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Life Magazines, past issues.
Illustrated History of W.W.I.
 Taylor, Putman Pub. Co.
The Great War 1914-1918,
 John Terraine, McMillan
Europe Since 1914. Bennis
The Origins of the World War
Fay
The History of the United States
(Vol. II) Oscar Handlin.
Our Nation From Its Creation.
Platt and Drummond. Story of
Nations-Rogers, Adams & Brown.

Audio-Visual:

The Day the Guns Stopped Firing,
 480006, Films Inc.

Community:

ROTC rep. Speak to class.

Environmental:		Integrated with:	
CONCEPT NO.	12 Stewardship	SUBJECT	World History
ORIENTATION	Resources	TOPIC/UNIT	Middle East Area
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive:		In-Class:	Outside or Community:
Determine, from data, that all individuals do not receive an equitable share of income derived from oil reserves while investigating the distribution of Iranian wealth.		A. Read assigned materials on oil in Iran.	A. Find out where American oil companies get their oil from and the royalties they pay.
		B. Map the area (freehand) where oil is located in the countries of Iran.	B. Interview local oil distributor to find out what their concern does to help the individual.
		C. Chart the country of Iran to the amount of money received by this country; the owners of the oil wells and the per capital income for each person. Make an explicit graph.	C. Find out what other stewardship programs they have.
Affective:		D. Compare these results and make a statement as to the effect of oil income on the individuals in each country.	D. Use the library and research for more information on the conditions of people in the Middle East Oil countries.
Recommend solutions to uphold individual rights in the distribution of wealth resulting from natural resources.		E. Discussion on concerning results of graphs and charts.	
		F. Show movie, Middle East. (BAVI) and then discuss.	
		G. Discuss the use of oil (gasoline) in our affluent society, (U.S.A.) in light of the world shortage of this natural resource.	
Skills Used:			
1. Making charts and graphs.			
2. Map making			
3. Research and investigation			
4. Interviews			

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

30

Publications:

The Middle East, T.G. Kavanedus,
Cambridge Book Co., Inc., Ch. 9
The Middle East & North Africa,
Kemal Karpat, Harcourt,
World & Brace, Inc., Ch. 6
Southwest Asia & North Africa
Allen & Howland, Prentice-Hall,
Inc., Ch. 5
The Middle East & Moslem Society,
Ethel E. Ewing, Rand-McNally Co.
pp. 289-311.
History of Modern Iran,
J.M. Opton, Harvard Press.
Audio-Visual:

Filmstrips:
Southwest Asia
Middle East Crises
New York Times Series, 1968.
Bulletin Board
Movie:
Middle East, 14 min. \$3.00,
#3265, BAVI, 1968.

Community:

Resource person from oil firm
in community.